**Student Achievement and Instruction**

The Harbins Elementary Media Center program fosters critical thinking and independent inquiry. It is centrally located and central to student access and evaluation of information and resources. In the Media Center and in other computer labs throughout the building, students participate in information literacy learning activities. All instruction is aligned to Georgia Performance Standards (GPS), Gwinnett County’s Academic Knowledge and Skills (AKS), the instructional calendar, and *Information Power*. Information Literacy Standards and AASL Standards for the 21st Century Learner are integrated into lessons for print and non-print resources. In kindergarten, students learn to ask questions and use print resources. By the end of 5th grade those same students are ethical, competent users of information. Information literacy is integrated into all aspects of the media program; even sharing a picture book becomes a lesson about genre or the parts of a book. Teachers schedule media and technology lessons from a grade level menu of options published quarterly. The media team, in collaboration with teachers from each grade level, was instrumental in planning and implementing a school wide instructional curriculum calendar, a pacing chart for the GPS and AKS. The lessons based on this calendar are developed around content area objectives, integrate information literacy skills, technology, and are collaboratively taught and assessed. Examples of this collaboration range from orientation of media resources to living museums about Georgia heroes. In common planning times, teachers together with the media specialist create engaging learning activities for students. These lessons are an extension of classroom instruction.   
 Collaboration is critical to student achievement. Collaborative teams involved in media planning include the Media and Technology Committee, School Improvement Team, Literacy Committee, Support Team, and Continuous Quality Improvement Team. These committees have produced many effective strategies and lessons for addressing the needs of our students’ diverse learning styles, abilities, and needs. Student needs are identified through analysis of student achievement data and are reflected in the lessons developed for the quarterly media and technology lesson menus. Special consideration is given to the needs of our ELL and special education students. The use of document cameras and video from the collection and United Steaming, provides them with more concrete examples of difficult concepts. As a result of our endeavors, our CRCT test scores indicate that grade levels that participate most frequently in media center instructional programs show greater improvement in the research strand.   
 Throughout the year, the Media Center meets the needs of the curriculum and recreational reading. The curriculum is supported in a variety of ways including purchasing choices of both print and non-print materials, such as e-books and book sets for literature circles and guided reading. The live broadcast of morning announcements supports the curriculum through Word of the Day, targeted vocabulary from the CRCT; Guess Who, a research based scavenger hunt; and Calendar, a math pattern activity based on social studies content. Much time and energy is devoted to promoting the love of reading. Each year the media center introduces a new school wide reading plan. It has been Read to Feed, Cover-to-Cover Club, or Building a Community – Book by Book. Every year the media program incorporates the Georgia Book Award nominees into literacy lessons, and encourages students and teachers to participate, read, and vote. Partnership with the Harbins Parent University brings a night of bedtime stories to students and their siblings annually, as they and their parents visit the Media Center to share picture books and learn about the benefits of reading aloud.   
 The Harbins Elementary media program uniquely meets the needs of students with diverse learning abilities, styles, and needs. With 20 percent of our student population identified with special needs, 10 percent identified as limited English speakers, and over 30 percent within the parameters for free or reduced lunch, we face a continuing challenge to design activities that will lead to greater student achievement. Some of our successes include providing our parent resource center with backpacks that contain multi-language books and DVDs and alphabet and numeric DVDs in English and Spanish created by the media staff. Another successful feature that supports individual needs is our collection of 4000 sets of books for guided reading. In addition, our catalog provides patrons with Lexile numbers and/or Fountas and Pinnell levels for most of our collection. The media program includes instruction on the use of this feature.   
 Together the teacher and library media specialist develop many assessment tools for gauging student achievement. Rubrics are devised for the assessment of multi-genre student research products. Customized questions on information literacy skills are used with Classroom Performance Systems and Jeopardy video game systems, providing quick formative assessments. In addition, the media specialist was a member of the Harbins Literacy Team that revised the writing and reading rubrics used for formative and summative writing assessment.  
  **Staffing**

The Harbins Elementary School Media Center has one fulltime media specialist and one fulltime media clerk to serve over 1000 students. Cindy Brooks is in her fifth year as a library media specialist. She has been in education since 1987. Her roles and responsibilities have included teaching in the elementary classroom, special areas, the gifted and at-risk programs. Cyndy Palmer, the fulltime clerk, has worked in a media center for 11 years. She, too, is a former teacher. During the school day the media specialist and the media clerk are always available in the media center. We have a unique staffing situation that includes not only the media specialist and clerk, but also the technology staff consisting of the local school technology coordinator and the technology teacher. Our combined staff meets weekly to collaborate and plan the integration of media and technology across the curriculum. Some of this instruction is delivered in our computer labs. We actively recruit and train parent and student volunteers. When not assigned to classrooms, the permanent substitutes help in the media center.

**Facilities, Access, and Resources**

Harbins Elementary Media Center maintains a flexible schedule, allowing full participation of teachers and the library media specialist in collaborative planning and student access to the library media center at any time during the school day. Students may come individually, as a small group, or with an entire class. The media center is available before and after school, from 7:00 a.m. to 4:00 p.m. Self-checkout is also provided to the staff at any time during the day. Evening hours are scheduled once a quarter and the media center is staffed one day per week during the summer for student and staff checkouts. Magazines, reference materials, parent resource center materials, and books are available to students. Student circulation limits are dependent upon grade level and range from one book in kindergarten to three books in fifth grade. Student materials may be renewed once. Teachers’ circulation limit is set at 125 items and materials may be kept as needed. Interlibrary loan is available to staff.   
 Harbins Elementary’s current enrollment is 1068 students. Readily accessed by all individuals, the Harbins Media Center is approximately 8600 square feet The square footage exceeds the minimum requirement by the Department of Education. The circulation desk, equipped with two computers, has a clear view of Media Center patrons. The primary media area consists of six distinct spaces: a computer lab with 24 networked computers and LCD projector; an instructional/research section within nonfiction that has 14 round tables, seating for over 100, and a Promethean white board; and a story area that accommodates an entire class. The other three areas are a pleasure reading section near fiction and periodicals that consists of a couch and occasional chairs; a parent section with table and chairs; and a professional section with soft seating and a meeting table. There are two televisions with DVD/VCRs wall mounted for audio/visual use. Six computers are dedicated to the online catalog. Three to four classes can comfortably use the media center simultaneously. This space is frequently used to host author visits, before and after school clubs, and staff development   
 The ancillary space in the media center is comprised of a well-equipped broadcast studio for closed circuit production and remote broadcast. There is also a staff workroom and office for the media clerk that contains video editing, and audio and video duplicating equipment, an office for the media specialist conducive to collaboration meetings, and an office for the technology support technician. An equipment room stores LCD projectors, video and sound equipment, and other miscellaneous equipment. The professional resources room contains video shelving and hanging rods to facilitate access to videos, DVDs, kits, and big books. Adjacent to the media center is a converted classroom with library shelving that houses the guided reading collection.   
The fiction and nonfiction sections utilize approximately 144 feet of wall mounted 66” shelving. The everybody section is defined by four 9 foot, 42”double sided shelving units. This creates a very spacious feeling, yet allows for specific definition of spaces for instructional and pleasure reading purposes. Periodicals are shelved and archived in 9 feet of periodical shelving.   
 Harbins Elementary Media Center meets the state requirements for electronic distribution system. We are equipped with the all the necessary electronic equipment to receive, process, and distribute digital television. Our broadcast studio has two digital receivers and two of our five closed circuit channels are dedicated to educational programming. Wireless access is available in the Media Center and in several other places in the building. The building is equipped with three computer labs, consisting of 30 computers each, one lab with 8 computers and two wireless carts each housing 14 laptops. Each lab is networked to laser printers and two have color access. Harbins has just purchased 10 Promethean white boards: one for the Media Center, two for Special Areas, and one for each grade level. Our training begins April 20th. All of our teachers have been trained in the use of United Streaming and grade levels have developed folders of video clips to use especially in science and social studies.   
 A variety of print and non-print resources is available to the students and staff. The collection consists of over 25,000 books and 2000 audio-visual materials. In addition to the three computer labs and six computers dedicated to the catalog, each classroom is equipped with a desktop computer, printer, and LCD, and each teacher has a laptop. Every computer in the building is on a LAN and was recently wired with CAT 6 cabling. In the building, there are two networked copiers and a networked color printer is housed in the media center. The media catalog is available on every computer and may be accessed from home by staff members. Each computer has internet access, Microsoft Office, and access to subscription databases. Students and staff have access to over 50 district purchased databases from school or home. With local funds, Harbins Elementary provides staff and students access to Tumblebooks, Enchanted Learning, BrainPop, and several other subscription sites. The school website contains links to these and a variety of other curriculum related sites approved by the media committee. Beginning in kindergarten, students learn to key in their student number to checkout and through instruction and multiple learning opportunities, by fifth grade they can search for books based on Lexile level and evaluate websites.   
 Follett Destiny Library Manager, the OPAC system at Harbins, manages all of the collection and equipment. Destiny Library Manager provides statistics, reports, and a wide range of services to patrons. It also allows for a yearly collection analysis, inventory, and tracks weeding. Weeding is based on the yearly collection analysis with special attention given to aged materials. All resources are cataloged in MARC format and new items are efficiently added to Library Manager by the district’s Media Services Department. New features are added to the OPAC based on Follett Destiny updates and media centers’ requests. This year a new interface, Destiny Quest, was added. It features colorful graphics and a new arrivals. Destiny Library Manager, as a product of Follett, interfaces with Follett Titlewave to make collection development more efficient. However, materials are still selected from a variety of vendors and purchases are based on positive reviews, awards, staff and student recommendations, and changing curriculum. Titlewave provides access to reviews, and the district provides Harbins with subscriptions to *School Library Journal* and *Booklist* to ensure a quality collection. The Harbins Media and Technology Committee and the principal approve all collection additions.   
 The media specialist provides annual staff development for teachers in the use of Galileo. The media staff helps individual teachers with their ongoing educational needs by providing research assistance, passwords to databases, access to materials from other libraries, and Galileo support. Students are introduced to Galileo sites through content related scavenger hunts and steered to those sites during the research process. Recently the staff was introduced to NoveList K-8 as Language Arts support. In the district, the average number of monthly Galileo searches has increased from 113,149 in 2007-08 to 129,877 2008 through March of 2009.

**Administrative Support**

The media program is supported within and outside of its four walls. The system media contact person communicates weekly through an electronic newsletter providing links to valuable state and national resources, information about local, regional, and national initiatives, and staff development opportunities. To facilitate communication our district is divided into smaller groups. Each group has a media specialist representative on the Media Leadership Team that meets regularly with the system media contact person. Twice a year media specialists meet with their representative to discuss issues and concerns relevant to their particular student populations and provide feedback on system wide issues. District meetings are held three times per year. Staff development and system updates are always components of this meeting. A system wide electronic handbook, available through our electronic communication software, contains district policies and procedures and other resources. At the system level there is a media forum for posting questions and eliciting feedback from other media specialists and e-mail groups for contacting all media personnel. Links on Harbins website connect to the district sponsored databases, local school catalog, and the Harbins Media Center web pages. The district is responsive to our cataloging and circulation needs by providing an interconnected system that enables us to search for records in other schools in the network and allows staff to easily request and obtain materials from other media centers.   
 At the local level, Dr. Cindy Truett, the principal, provides consistent financial support by providing the media program with yearly budgeted funds. In addition, the program benefits from monies earned from school fundraisers and three yearly book fairs. The technology component of the media program receives financial support from school store profit. To encourage teachers to integrate library media resources into the curriculum, it is Dr. Truett’s expectation that each student receives a minimum of one integrated technology or media lesson per week. In order to make this possible the media specialist has a flexible schedule and does not assume roles outside of the parameters of instructional media specialist. To extend collaboration beyond the boundaries of the media center and to integrate literacy into the curriculum, Harbins Elementary highlights a book of the month. Each classroom teacher receives a copy of the selected book of the month purchased by the principal. Differentiated lessons are collaboratively designed by the media specialist and the literacy or math team to match grade levels and learning styles. A benefit of using the same book throughout the school is the increased sense of community and conversations about books. To ensure that the media program is an integral part of instruction, the media personnel are a part of all active school wide committees and improvement teams. In addition, Cindy Brooks, our media specialist, was part of the Harbins team of educators who were trained as trainers of Learning Focused Schools and co-facilitated the creation of the Harbins instructional calendars. A reflection of how school leadership views the importance of media specialist’s instructional role is evidenced by the fact that the annual evaluation is centered around student academic improvement. The Results Based Evaluation System requires that a yearly plan is created to identify student areas of need, address those needs through collaborative instruction, and evaluate the results.   
 The Harbins Elementary Media and Technology Committee meets monthly during the school year. The committee is composed of one assistant principal, the local school technology coordinator, the technology teacher, one representative from each grade level, five parents, and the media specialist. This committee developed the Media Center mission statement, goals, policies, procedures, selection policy, and supplemental materials policy. These documents are reviewed and revised each year, and are available on the media pages of the Harbins website. This committee reviews materials for purchase, communicates with their respective grade levels about media and technology issues, and provides feedback and expresses the concerns from their grade levels. A multi-year spending plan for print and non-print materials and technology and equipment is evaluated and revised annually. The Media and Technology Committee serves in an advisory capacity with regard to yearly media budget and reconsideration of materials. Its members are a resource for copyright information. Copyright guidelines and Acceptable Use Policy are explained to the staff annually. All documents regarding media policy and copyright are available to all staff in the online staff handbook. This local committee follows school district policy.   
 The Media and Technology Committee and the principal plan and secure supplemental media funding through grants, book fairs, business partners, and local school fundraisers. Through the district grant office, grant opportunities for media programs are identified and pursued. Harbins media program has received a Dacula Foundation Grant and Picturing America Grant. The funds allocated by the principal are budgeted for audio-visual, books, periodicals, supplies, and equipment. Book fair profit is used to fund author visits. All of the state allocated money adds books to the collection. Long-range plans developed by the Media and Technology Committee include seeking funds for environmental changes to the Media Center and additions to the parent resource center.

**Staff Development** Cindy Brooks, the media specialist provides and pursues staff development opportunities in her school, district, and state. A needs assessment is integrated into the yearly online media survey. With analysis of the survey and standardized test results, a committee of teachers and administrators, plans yearlong staff development for the entire school. The media and technology program is incorporated into this plan, both the mandatory sessions and the optional choice items. Mrs. Brooks provides staff development as determined by this plan during each grade level’s common planning time. In optional sessions, she demonstrates the use of databases, video editing, and services such as United Streaming. She is a member of the Literacy Team and the Support Team at Harbins. Ms. Brooks served on the district Media Leadership Team, and has been a supervisor for media interns on two different occasions. She has presented at The Georgia Children’s Literature Conference and served on that conference’s book selection committee. She regularly attends state literature and technology conferences. She continues to learn through membership in the TIE network and by participating in district level staff development, such as video editing and web conferencing. Cindy Brooks has been a moderator and a judge for Gwinnett Readers Rally She also judges at state and local media festivals. Ms. Brooks was honored by her colleagues as Harbins Elementary Teacher of the Year. This fall she will be returning to the University of Georgia to pursue an Education Specialist degree in Instructional Technology, School Library Media.

**Technology Integration and Support for Instruction**

The media center program plays an essential role in providing “digital-age” learning experiences for students at Harbins Elementary. The staff works collaboratively with the Instructional Technology team at the local and district levels to ensure equitable access to a rich variety of technology tools to improve instruction for students and teachers. The Media Center staff works to ensure that funding is secured to purchase technology tools that will be used by both teachers and students to enhance the learning experience.   
 The media specialist and technology coordinator routinely meet with colleagues to create, promote, support, and model learning experiences that will engage and challenge students. Effective lessons are refined through a process of formal and informal feedback. This collection of lessons is linked to the school’s instructional calendar and made accessible electronically to assist teachers in their planning. Custom video projects are produced and made available electronically to support specific instructional needs.   
 The media specialist and technology coordinator model lessons using technology tools. Lessons are designed to maximize content learning for students while demonstrating for teachers how they could use the same technology tools in other contexts. In addition to content area instruction, students are explicitly taught about issues particular to digital resources such as intellectual property rights, documentation of sources, and safe and ethical use of digital media.   
 The media center staff extends its support of instructional technology in the classroom by offering a variety of instructional opportunities for teachers. These offerings vary from individual, small, or large group, and are both mandatory and voluntary. In each professional learning activity, teachers learn to use the new technology and to incorporate this technology into new learning opportunities for their students.